Washington Community and Technical Colleges
2003 Accountability Report

Our Vision:

Washington's community and technical colleges will be widely recognized as excellent and accountable educational institutions, responsive to the educational and economic needs of their communities. Local recognition of each college's value will be translated into statewide recognition of the value of the system to the entire state.

INTRODUCTION

The goals for the community and technical colleges are to promote opportunity, prosperity, and lifelong learning. Two-year colleges work to achieve these goals by focusing on four missions:

- Providing students with a wide array of job training programs and employers with well-prepared employees;

- Providing students with rigorous academic programs that comprise the first two years of college so they can transfer to four-year institutions for the final two years of study that will lead to a baccalaureate degree;

- Providing adults with basic literacy skills, high school completion and GED courses, and English as a Second Language instruction, so they can succeed as breadwinners, citizens, and parents; and

- Providing student-financed classes that foster cultural and personal enrichment

Today's community and technical colleges have evolved from early vocational and junior colleges into a comprehensive, statewide system of 34 institutions that serves nearly 500,000 people each year. These four missions are integrated in a single system that allows learners at every level to find the right starting point, and to progress as far as their dreams and ambitions take them. These opportunities are offered on the system's 34 campuses, in community centers, in high schools, and through a nationally recognized online education system.

Community and technical colleges are open to adults of all ages. A growing number of high school juniors and seniors also attend community and technical colleges, where they earn both high school and college credits that give them a "Running Start" on college and/or job training.

The hallmarks of community and technical college programs are accessibility, an open door for those who might otherwise not gain access to higher education, and a focus on helping students meet their educational and career goals.

The benefits of this system, however, are not limited to the students who attend community and technical colleges. Washington employers – and, in fact, our entire state economy – relies on community and technical colleges to provide the trained workers needed by industries ranging from high-tech to health care to agriculture. By fostering higher earnings, the colleges help communities expand the tax base that supports good public schools and other essential services. And Washington's commitment to equal opportunity and inclusion is strengthened by the role the colleges play in helping new immigrants learn English and enter the mainstream of American life.

State resources that support the community and technical college system include state funding (76 percent), and student tuition and fees (24 percent). Colleges also earn income from contracts for customized employee training programs, and receive federal funds for some programs.

For students, the cost of attending a community or technical college is less than half the cost of attending the University of Washington. For taxpayers, the cost per student of funding the community and technical colleges is also significantly less than for the state's public, four-year colleges.

Enrollment at community and technical colleges is at an all-time high. In 2002-03, more than 486,000 students took classes either part-time or full-time.

Executive Summary

Accountability for Results: A Portrait of the Community and Technical College System

This is the second in a series of regular reports to the public on the community and technical college system's progress towards meeting specific goals and standards of performance. The goals were developed in 1998 by an extensive

network of college presidents and trustees, faculty, staff, students, employers, and unions. They were revised in 2000 to focus more specifically on outcomes.

But this is more than an accountability report. It is also a portrait of Washington's system of community and technical colleges – a system that is a vital and growing part of our state's economic development strategy as well as the most cost-effective, accessible, and competency-driven sector of postsecondary education.

Growing Demand for Education

Increased demand for postsecondary education is caused by four overlapping trends:

- A changing economy has created more demand for workforce training – for new workers, for displaced workers, and for those who need to learn new skills in order to keep their jobs or advance in their careers;

- Today's higher workplace skill requirements are driving increased demand for adult literacy and basic skills instruction;

- The baby boom echo has swelled the number of students graduating from high school and seeking postsecondary education; and

- The fast growing immigrant population is causing increased demand for English as a Second Language instruction.

Today's community and technical colleges are full to bursting. In 2002-03 there were 12,500 more FTEs than funded in the state budget. Increasing the number of class sections and enlarging classes accommodate these students.

Students are also paying more for their education as tuition becomes a larger part of the system's funding. Financial aid programs work well for traditional, just-out-of-high-school students, but many low-wage working parents who attend school part-time don't qualify for aid, nor do those who haven't graduated from high school or those who need ESL. Beginning in Fall 2004, colleges will charge basic skills students a small fee to enroll in these classes. Since these students are low-income, colleges are concerned that this fee will be a barrier to students gaining the requisite skills to function in society.

Rising levels of performance

Faced with these pressures, the community and technical college system has focused its efforts on the pursuit of excellence in its three core missions, and on sustaining and improving access, diversity, and high-caliber faculty. The grounding of all these efforts is the overarching commitment to helping all students meet their educational and career goals.

Measures of the community and technical college system's performance and progress include:

- The community and technical college system is the premier provider of job training, which is essential to our state's economic growth and prosperity. Colleges play the leading role in retraining people who are laid off due to structural changes in the economy. They are able to gear up quickly to respond to emerging skills gaps; in the last two years, for instance, the colleges have expanded training programs to respond to a shortage of nurses and health care technicians. Regional consortia of colleges are also working to address specific skill shortages that keep local businesses from expanding.

- The system has accommodated 15 percent enrollment growth in the past five years. The system also made significant improvements in student outcomes, and initiated new programs that teach basic skills, English, and job training simultaneously.

- This system provides most of the lower-division courses for 41 percent of the graduates of Washington's public, four-year colleges – up from 32 percent in 1988. Students who transferred to four-year colleges from community and technical colleges earned senior year grades equal to those who entered four-year colleges as freshmen.

- Enrollment in online classes has doubled in the last two years, and the community and technical college system now provides more than 75 percent of the online courses in Washington's higher education system. It is now possible to earn a two-year degree online.

- The Running Start program, which allows high school juniors and seniors to attend community and technical colleges and receive both high school and college credit, saved students $22.5 million in tuition, and saved taxpayers $34.9 million in 2002-03.

- Twenty-six percent of students in pre-baccalaureate and workforce training programs are people of color. Of the students in workforce training programs, the percentage of people of color who complete high-wage, high-demand job training programs has increased from 15 percent in 1996-97 to 23 percent in 2001-02.

In every area of instruction, however, the major challenge facing the system is student retention. Students who stay in school long enough to make significant skill gains earn more and contribute more to their communities. But too many students – especially low-wage working parents, many of whom are people of color – leave before they have earned skill certificates or degrees. Finding ways to help more of these students stay in school and succeed is a top priority for colleges across the state.

In spite of today's difficult funding constraints, faculty and staff of community and technical colleges are working hard to sustain quality, and to increase the intensity of education so that students learn more, faster, and are able to meet their educational, career, and life goals.

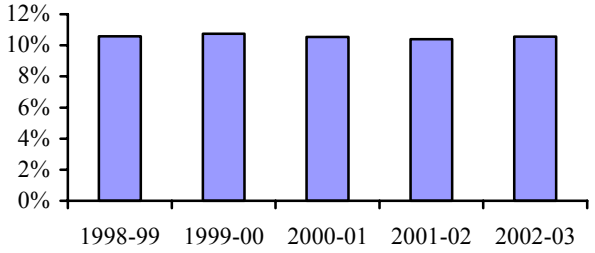
I. PROVIDE ACCESS TO AFFORDABLE HIGHER EDUCATION

Our goal: Community and technical colleges recognize the need for lifelong learning and will continue to offer every adult Washington resident the opportunity to receive an affordable, high-quality basic skills and college education.

Demand for community and technical college education is growing.

In the 2002-03 academic year, **one out of ten** Washington adults enrolled in classes at a community or technical college. One half of all high school graduates enroll in a community or technical college within three years after graduation. Community and technical colleges enroll about 60 percent of all higher education enrollment in Washington.

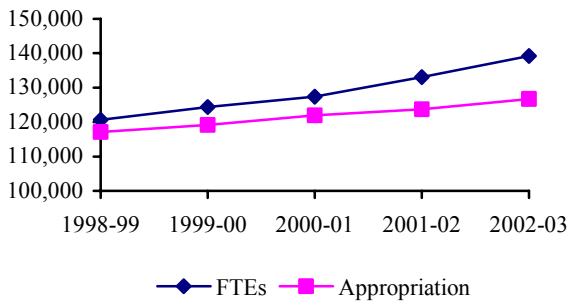
Percentage of Adult Washington Population, All Funds



Colleges are over-enrolled.

Demand for community and technical college education is growing at the same time that state revenues are shrinking. In the last few years, there have been increases in the number of people seeking job training, English as a Second Language, and adult literacy. At the same time, the baby boom echo is swelling the ranks of high school graduates seeking postsecondary education.

Annual FTEs, State Supported



Each community and technical college is funded by the state to serve a specific number of students. However, most colleges actually enroll more students than they are funded to serve. In 2002-03, the system enrolled 12,500 more full-time equivalent students (FTEs) than it was funded to serve.

For students, over-enrollment may mean that they can't get into the classes they need, when they need to take them. Their education may therefore take longer to complete, or they may choose to take available courses despite a lack of match with their career choice.

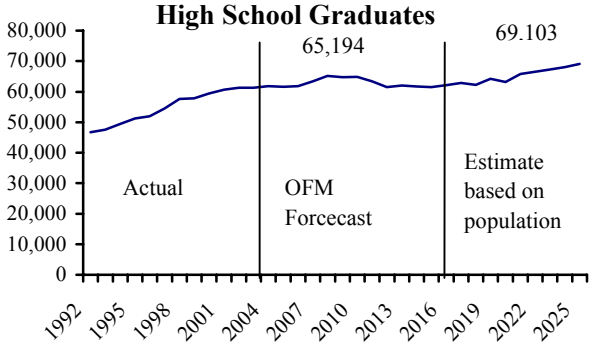
For local businesses, over-enrollment slows the pace of production of job-ready employees, and may result in skill shortages that impede business expansion and economic growth.

Finding the right balance between preserving quality and maintaining access is among the most difficult challenges that community and technical colleges face.

The baby boom echo has created an upsurge in the number of high school graduates seeking a college education.

The number of high school graduates has grown by nearly 3 percent per year for the last decade. The number of graduates will temporarily peak in about 2008 and then level off for the next ten years. In 2016 the number of graduates is expected to start increasing again.

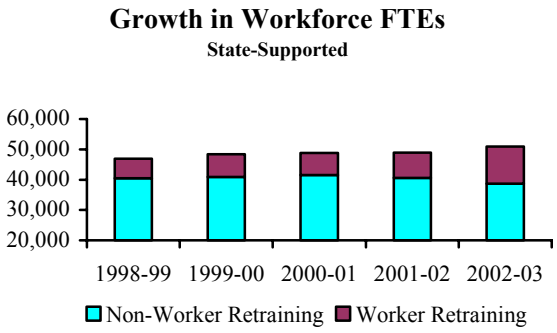
High School Graduates



Recent high school graduates are more likely to enroll with the intent of transferring to a four-year college. Several studies have shown that there is no difference between the academic success of students who begin their college careers at community colleges and those who enroll in four-year colleges as freshmen.

Post-high school "drift" brings people back to school in their mid-20s and sustains a high level of demand for workforce training.

The number of Washington citizens in their early twenties is relatively small; this is a demographic group that lies between the baby boom and the baby boom echo. The Worker Retraining program for unemployed workers has counter-acted the demographic dip.

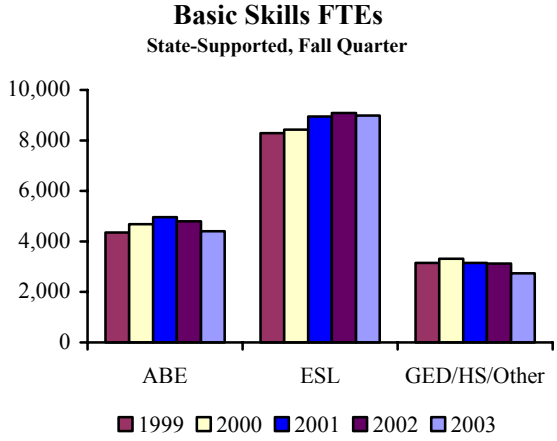


Many students in this age group left high school without clear vocational or educational goals. They often drifted from one low-wage job to the next for several years. They may also have married and/or had children. Eventually, they realize that they will be trapped in dead-end, poverty-level jobs unless they return to school and learn new skills.

This age cohort, along with older, displaced workers, is sustaining high levels of demand for workforce training programs.

Demand for basic skills instruction outstrips colleges' ability to provide services

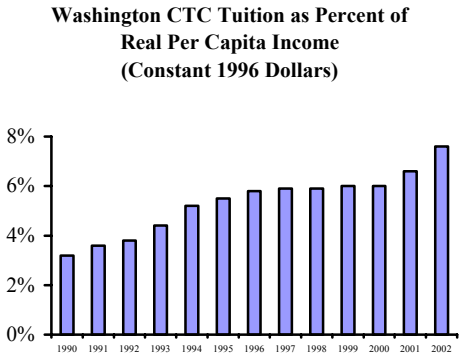
Nearly 13 percent of Washington adults lack high school diplomas. Seven percent of the population does not speak English as their native language. This group has doubled in size in the last ten years. Despite this growing need, instruction in these critical areas has flattened due to budgets as colleges are becoming more dependent upon tuition to make ends meet. This financial pinch has resulted in the implementation of a tuition charge for basic skills education starting fall 2004.



The majority of students enrolled in basic skills are low-income and any charge may affect their ability to participate. There is also a growing recognition that the education of these students – both native and immigrant – is vitally necessary to our state's economic growth.

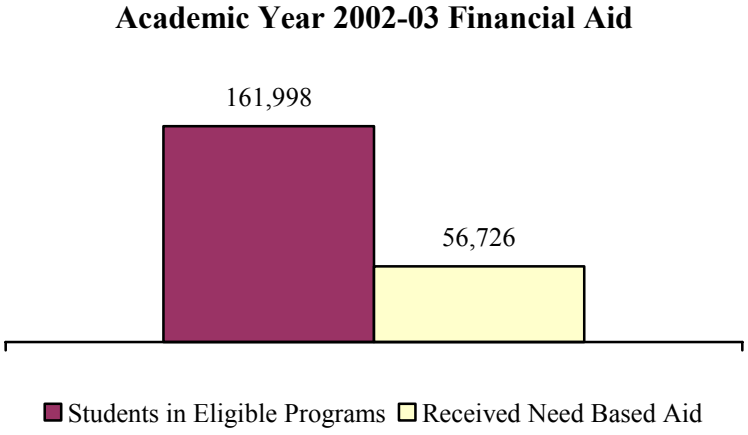
Tuition is rising faster than income.

Shrinking state budgets mean that students are paying more. Tuition as a share of per capita income is increasing for all higher education institutions in Washington. In a recent community perception survey, 88 percent of Washington residents reported that they believe affordable tuition is important, but only 52 percent felt that community and technical college tuition was affordable.



Many students would not be able to attend college without financial aid.

About half of Washington's community and technical college students have an estimated family income ($35,000 median) that is well below the state median income. Consequently, financial aid is a critical factor for many students.



To receive federal or state financial aid, students must have financial need and be enrolled in a college-level program leading to a certificate or degree. Of those enrolled in programs, 35 percent are eligible for financial aid. In 2002-03, nearly 57,000 students received state or federal aid. Over half (53 percent) of all independent students enrolled in college-level programs received need-based financial aid in fall 2002. In addition, one-fourth (25 percent) of younger, dependent students in eligible programs received financial aid.

Not all low-income students are eligible for traditional aid. Low-income students enrolled in adult basic education and English as a Second Language are not eligible. Worker Retraining and other WorkFirst and low-income working students attending one or two courses to upgrade their job skills are likewise often not eligible for traditional federal and state aid. Colleges have developed some

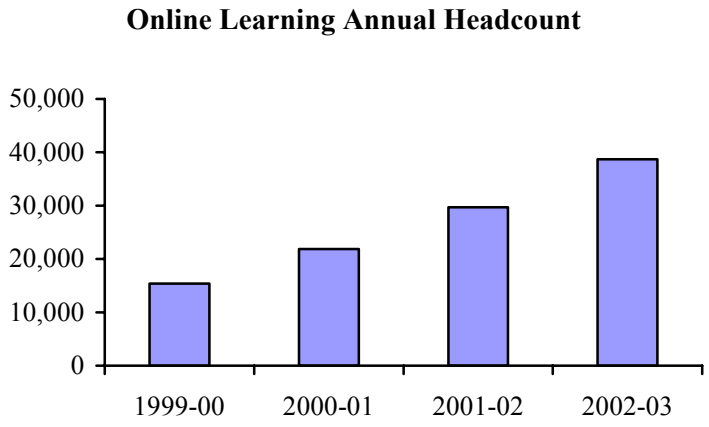
targeted financial aid for these students to meets stopgap needs; however, there is still the need for a more permanent form of aid for this growing population.

Enrollment in online classes has doubled in the last two years.

The community and technical college system provides more than 70 percent of the online courses in Washington's public higher education system. In 2002-03, over 38,700 students enrolled in internet-based classes, and another 17,200 took classes offered by other distance technologies such as interactive TV, videotape, and correspondence. Virtual classrooms are consistently filled to capacity.

About 40 percent of online students are part of a new wave of older students who attend school exclusively online in order to manage school, full-time work, and family responsibilities.

Growth in online classes is supported by the Washington-Online Virtual Campus Consortium (www.waol.org), which is a system-wide collaboration that pools enrollments on the WAOL Virtual Campus web site, so that students across the state have a single point of entry and a searchable statewide catalogue of courses. Costs for course development, web-based instruction, and technologies are shared among the colleges to make this an innovative, efficient, nationally-recognized system. The WAOL Virtual Campus provides the infrastructure for about 30 percent of online community and technical college classes. Many colleges also offer their own online courses as well as providing access through the WAOL Virtual Campus.

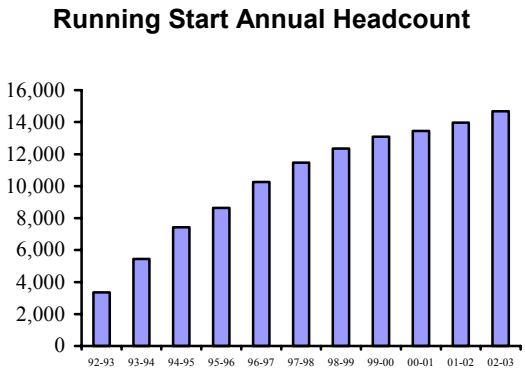


It is now possible to earn a two-year degree online.

Although nearly 4,000 online class sections were offered during 2002-03, registration staff report that many students are turned away because the classes they want are full. To meet this demand, more faculty are being trained to teach

online. The WAOL Virtual Campus delivers a continuously running online faculty training course.

Running Start continues to grow, and to save students and taxpayers money.



The Running Start program allows high school juniors and seniors to enroll in community and technical colleges, and to receive both high school and college credit for the classes they take. Some students participate in Running Start classes part time; others do so full-time, and receive their high school diploma and a two year Associate degree at the same time. Funding for this program "follows" the student; that is, money that would otherwise pay for high school classes pays for community or technical college tuition instead. This means that students and their families can get up to two years' of college education tuition-free. In 2002-03, students and their parents saved $22.5 million in tuition. And since students progress through their education faster, it saves taxpayers money, too: $34.9 million was saved in 2002-03.

Since its inception in 1992, Running Start has grown steadily, and has served a total of 105,893 students. The recent growth rate mirrors the growth in the number of high school juniors and seniors.

II. PROVIDE WORKFORCE EDUCATION AND TRAINING FOR THE 21ST CENTURY

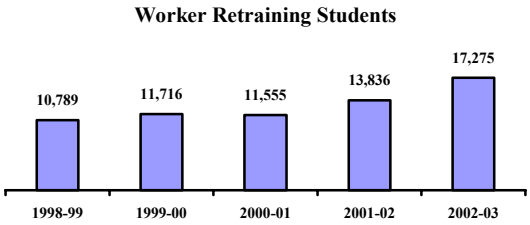
Our goal: Workforce education, training and retraining programs at community and technical colleges will help students learn the full range of basic, pre-college, technical and academic skills they need to get high-wage jobs and adapt to future career requirements in Washington's changing economy.

Structural changes in the economy are creating new demands for workforce training.

Washington's economy is changing, leading to more layoffs and a higher demand for new and different skills. In fact, constant change in skill requirements has

become a permanent fact of economic life. In 1993, the legislature created the Worker Retraining Program to help laid-off workers whose jobs have been permanently eliminated. To date, this program has served more than 68,700 unemployed people.

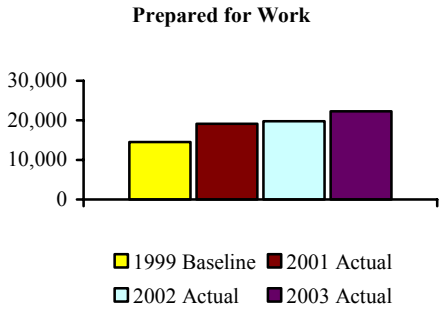
Demand for worker retraining programs has been growing; enrollments grew by 47 percent from 2001-02 to 2002-03 due to economic conditions.



More people are learning job skills.

In the 2003, the community and technical college system exceeded its target of 18,000 prepared for workforce training, sending 22,300 well-trained workers to the workplace.

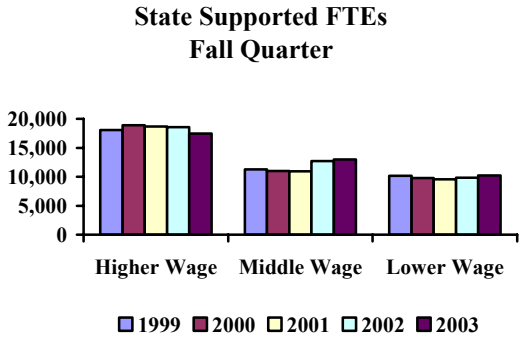
Eighty-two (82) percent of those who complete job training programs are employed within nine months after leaving college.



Higher wage programs are growing.

To build a high-skill, high-wage economy, community and technical colleges are focusing on training that leads to higher wages in jobs such as information technology and nursing.

Examples of higher wage earnings, formers students in the workforce education programs, class of 2001-02:



Program	*Students*	*Annual earnings*
Dental Hygienist	111	$54,070
Medical Radiation Tech	126	$48, 770
Corrections	568	$31,830
Associate Degree Nursing	787	$40,650
Computer Programming	132	$29,200

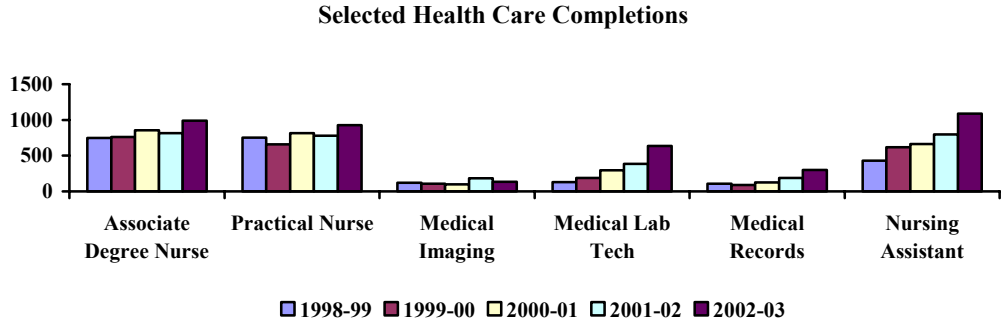
People who complete workforce training and education programs earn more, pay more taxes, and contribute more to Washington's economic prosperity.

The 2002 Net Impact Study, commissioned by the state's Workforce Training and Education Coordinating Board, found that graduates of community and technical college training programs earned $6,000 per year more than a comparison group, and had an 8 percent higher employment rate.

Dislocated workers who had been in middle- or low-wage jobs increased their wages by participating in community or technical college programs; on average, they earned 114 percent of their previous wages. Those who had been laid off from high-wage jobs earn 86 percent of their previous wages after training.

Colleges are responding to increased demand for nurses and other health care technicians.

In response to a report by the Washington State Hospital Association, the community and technical college system has expanded programs to train a variety of health care professionals. In spite of rapid growth in these programs, however, many gaps persist. Growth in these programs is constrained by limited funding and by the greater expense of providing laboratory facilities and other specialized instruction.



Regional consortia of colleges are working with local businesses to pinpoint and address skill shortages in key regional industry clusters.

Community and technical colleges are increasingly recognized as a key element in Washington's economic development efforts. In every region of the state, consortia of colleges are working with Economic Development Councils, Workforce Development Councils, and industry and union leaders to pinpoint skill shortages in key regional industry clusters, and to develop programs to address them.

Regional industry clusters are now recognized by economists as the engines that can pull regional economies out of recession. Many of these industries report that they could expand immediately if they had access to the skilled workers they need. Clusters that have immediate skill gaps include wine-making in the Walla Walla Valley, the high-tech industry in North Puget Sound, manufacturing in Southwest Washington, and the agriculture industry in the Yakima Valley.

III. PROVIDE EFFECTIVE ADULT LITERACY, HIGH SCHOOL COMPLETION AND ENGLISH AS A SECOND LANGUAGE PROGRAMS

Our goal: Two-year colleges will provide basic skills programs, including English as a Second Language (ESL) to prepare students to participate successfully in the economy as citizens and parents. (Programs described as "basic skills" include adult literacy programs and high school completion and GED coursework, as well as English language instruction.)

There is significant need for services in all of these areas; however, there is an increasing financial disincentive for colleges to offer these programs that do not generate tuition dollars. ESL was the fastest-growing program in the community and technical college system during the last six years, mirroring the rapid growth of the non-English speaking population. There are over 255,000 adults in Washington who use a language other than English at home. Only 33,000 students enrolled in ESL during the 2002-03 academic year – representing little growth over the previous year.

There are over 485,000 Washington adults who lack a high school diploma. Of these, 31,000 are enrolled in literacy, GED, or high school completion programs – again a relatively flat growth rate

Most of the people who need these programs are low-wage working adults who must balance work and family obligations with school.

The biggest challenge for literacy courses is to increase skill attainment in basic skills and English language proficiency for students' immediate goals as well as to help them advance to further training.

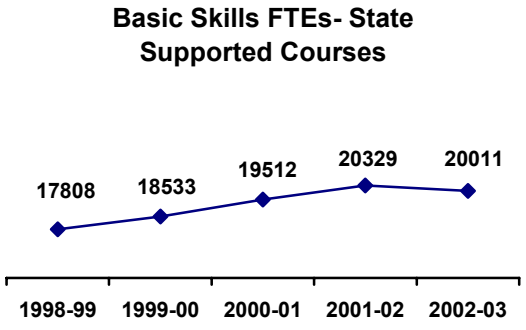
People who need adult literacy, high school completion, and ESL are vital to Washington's economic development and prosperity.

Even during the current economic downturn, skill shortages are growing in many industries. Today, even entry-level jobs require higher levels of skill and knowledge than they did in the past, and over a third of employers who are looking for new workers report having difficulty finding applicants with adequate skills in reading, writing, and math. Therefore, it has become more important to the prosperity of every region in our state to raise the educational achievement level of new immigrants and under-educated adults.

Demand for basic skills is outstripping the colleges' ability to provide services

According to the 2000 census, there are over 255,000 people in Washington over the age of 16 who report that they have difficulty reading and speaking English and could benefit from further instruction.

At the same time, there are over 485,000 adults over the age of 25 who lack a high school diploma.



Community and technical colleges are the primary provider of education for these overlapping groups.

Basic skills FTEs have increased by 12 percent in the last five years. However, they actually declined slightly from 1 year ago. This translates into students taking fewer basic skills courses. Much of the five-year growth was in ESL, which increased student enrollments by 17 percent - mirroring growth changes in the state's population. However, there was not any growth in the number of FTEs generated. The Latino/Hispanic population is experiencing the largest growth factor, yet access to needed coursework is not expanding to meet the demand.

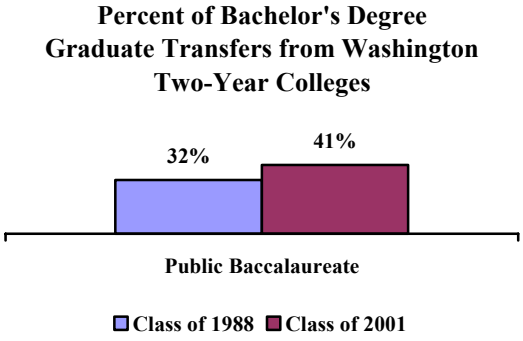
Washington is one of six states to receive grant funding from a major initiative sponsored by the Ford Foundation to improve student achievement for low-income and low-skills students and to develop best practices to drive further improvement.

Improving achievement for these student populations is a national problem. There is evidence to suggest that what is needed is closer integration of the two-year colleges' three different mission areas. In many cases, students become discouraged and leave school because it's just too difficult to balance family obligations, low-wage work, and school for long periods.

IV. PROVIDE QUALITY ACADEMIC PROGRAMS FOR THOSE WHO PLAN TO TRANSFER TO FOUR-YEAR COLLEGES

Our goal: Academic transfer programs at community colleges are an important first step for many students who intend to pursue baccalaureate degrees. The availability of high-quality courses that readily transfer to the four-year institutions in Washington will continue to be an important mission, particularly in an era where a new wave of younger college-age students will be enrolling in higher education.

Community and technical colleges' contribution to baccalaureate degrees is growing.



Forty-one (41) percent of those who earn bachelors' degrees in public colleges and universities in Washington started at a community or technical college – up from 32 percent in 1988. The number of students preparing to transfer to four-year colleges is growing at about 5 percent per year.

In 2002-03, 14,000 students transferred from community and technical colleges to four-year colleges. Several studies show that these students perform as well in upper-division coursework as their peers who earned their first two years' of college credit in four-year institutions.

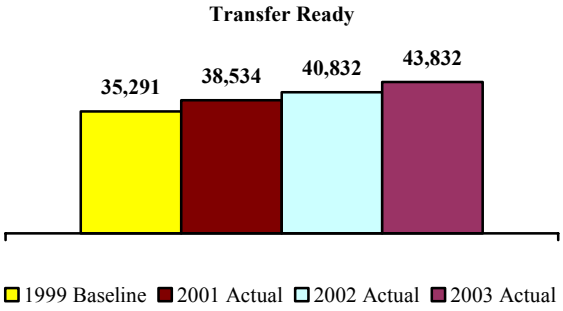
Fifty (50) percent of recent high school graduates must take remedial math classes before they are ready for college-level work.

Some high school students may believe that the open door policy of community and technical colleges means they don't have to work hard to prepare for college. This misunderstanding means that they lose time (and in many cases, use up financial aid) catching up on skills they should have learned in high school.

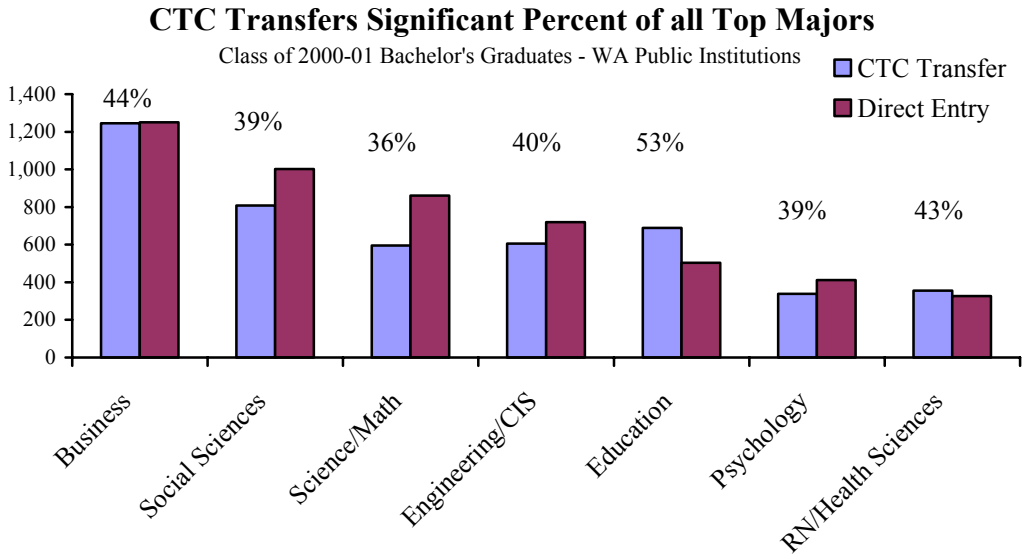
Community and technical colleges surpassed their goal of preparing 41,250 students to transfer to four-year colleges.

The long-term legislative goal, set in 1999, is 50,000 students per year by 2008.

The number of students who begin their college careers at community and technical colleges is expected to continue to grow in the next few years due to the "baby boom echo" now graduating from high school.



Community and technical colleges play a growing role in educating the next generation of people in high-demand fields such as teaching, engineering, computer science, business and environmental science.



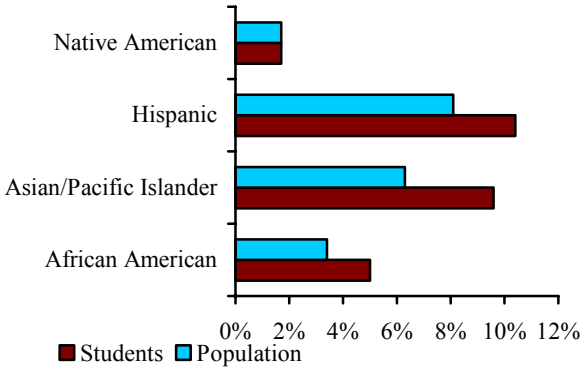
By making the first two years of college more affordable, the community and technical college system opens doors of opportunity to high-wage professions,

and helps employers hire Washington residents rather than recruiting people from outside the state.

V. PROMOTE INCLUSION AND OPPORTUNITY FOR STUDENTS OF COLOR

Our goal: Community and technical colleges will serve as the key point of entry into higher education for tens of thousands of people of color and new immigrants to Washington state.

Access Ratio for Students of Color
State-Supported, Fall 2003

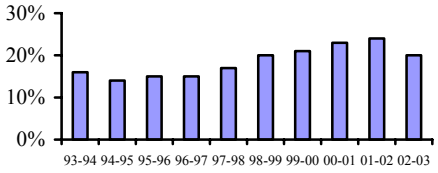


<u>The percentage of people of color enrolled in community and technical colleges is higher than the percentage of people of color in the state's population</u>.

People of color represent over 21 percent of Washington's population. Twenty-eight (28) percent of community and technical college students are people of color.

<u>There have been substantial gains in the number of students of color completing high demand programs.</u>

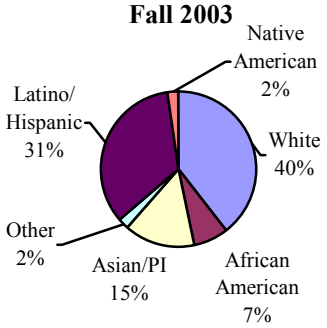
Percent of Higher Wage, High Demand Completions Earned by Students of Color



In 1993-94, 16 percent of the completions in higher-wage, high-demand workforce programs were earned by students of color. In the 2002-03 academic year, 20 percent of the higher-wage, high-demand awards went to students of color. This represents a significant narrowing of the achievement gap.

<u>ESL, adult literacy, and other basic skills programs have the highest concentration of students of color.</u>

Basic Skills as a Final Goal
Fall 2003



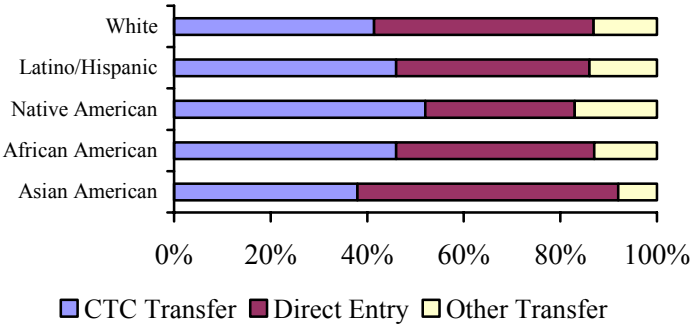
Sixty-two (62) percent of students in these basic skills areas are students of color, and Latino/Hispanic students comprise half of this group.

Colleges are worried about whether state funding will keep pace with the growing needs in this area, particularly for ESL instruction. The urgency of this need is increasing as the population of non-native English speakers grows.

These programs are essential to helping immigrants and other under-educated adults enter the economic mainstream. Colleges are working to improve student retention in these programs, and to increase the number of students who stay in school long enough to benefit from high-wage job training and/or transfer to four-year colleges.

Students of color depend on community and technical colleges for their first two years of a baccalaureate education.

CTC Transfers Share of Total Baccalaureate Graduates by Race and Ethnic Group

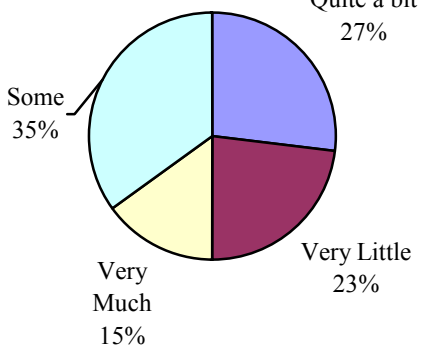


Students of color who transfer from community and technical colleges comprise 41 percent of the graduates of color from the public baccalaureate institutions in Washington. Fifty-two (52) percent of Native American graduates, 46 percent of Hispanic graduates and 46 percent of African American graduates are transfer students.

Diversity on college campuses is a learning asset for all students.

In the 2003 Community College Survey of Student Engagement (CCSSE), approximately 42 percent of students reported significant gains in understanding people of other racial and ethnic backgrounds. More students are aware that society is becoming more diverse, and they expect their college experience to prepare them to live and work with people of other cultures and backgrounds.

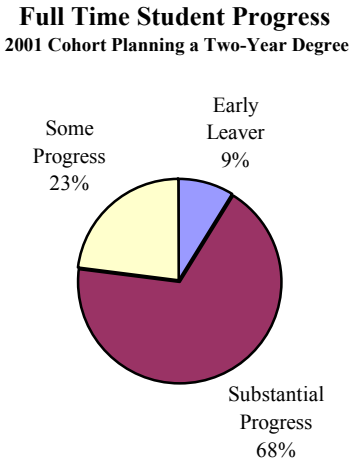
How much has experience at this college contributed to understanding people of other racial and ethnic backgrounds?



VI. HELP ALL STUDENTS ACHIEVE THEIR LEARNING GOALS

Our goal: Student achievement is a key goal of the two-year college system. The colleges will ensure that every student has the opportunity to achieve his or her learning goals.

Persistence pays off: students who stay in school do well. But the percentage of students who complete programs has not increased during the last five years.



Students who are able to stay in school long enough to earn degrees or skill certificates learn more, earn more and contribute more to the quality of life of their communities. But persisting in school is difficult for students who must balance family obligations, jobs, and education.

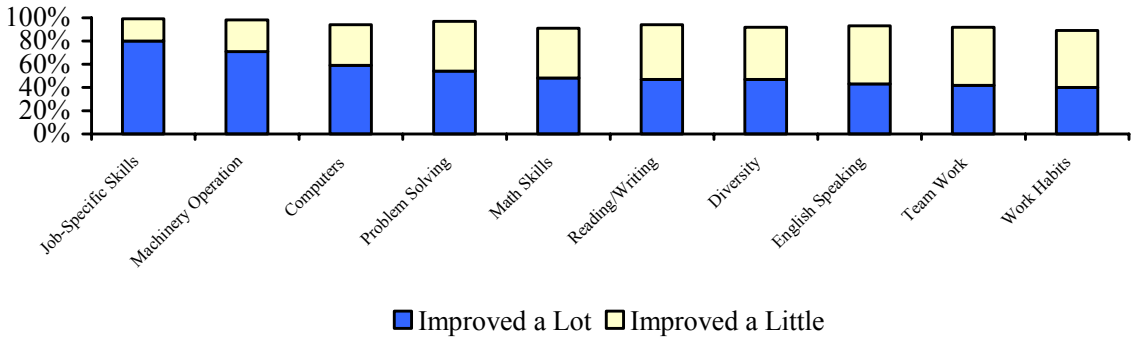
Some of the factors that affect students' ability to stay in school are beyond the control of the colleges. But those factors that *can* be affected by the colleges are the subject to increasing effort and scrutiny. For instance, services such as child care are expanding on campuses across the state. These services are funded by student fees, parent co-pays, and gifts and grants. On some campuses, child care services have been extended, along with evening and weekend courses that are more convenient for working parents. Online learning also offers a way for working parents to access education, but this option may not work for students who are low-income and who lack computer skills.

Student progress patterns have remained relatively unchanged over time. About 9 percent of full-time, degree-seeking students are early leavers, and do not return within two years. Part-time students seeking degrees are more than three as likely as full-time students to leave before meeting their goal.

Student gains are largest in specific technical and job skills.

Participants in workforce training and education programs reported substantial gains in specific technical and job skills, and smaller gains in academic skills and "soft" skills such as teamwork and problem-solving.

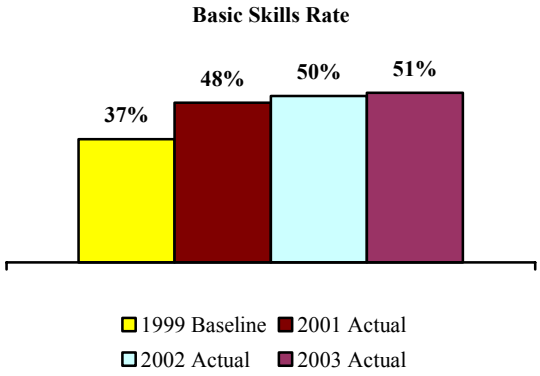
Percentage of Students Receiving Certain Skills Training Who Reported Their Skills Improved a Little or a Lot



<u>Washington's community and technical colleges exceed federal and state performance targets for skill improvement in basic education and ESL. Students report high satisfaction.</u>

Program performance is measured based upon the percent of students that who demonstrate mastery of specific levels of competency in reading, writing, math, and English during the academic year. In addition, 82 percent of students who took basic skills courses reported that they improved their skills, and 90 percent were satisfied with the quality of instruction they received.

Since 1998, when the performance measure was introduced, there has been steady improvement in the percent of students that make gains and these programs have exceeded both state and federal performance targets in each of the last three years. Those targets call for increasing the number of students



This good news is tempered by the low starting point for the performance measures and the fact that still nearly half of basic skills students fail to make gains. But the colleges expect the proportion of successful students to continue to increase – and they expect the increase in success to accelerate in the coming years because of significant improvements in curriculum, methods of instruction, and accountability. ESL and basic skills curriculum has been reconfigured to be more relevant to students' roles as parents, community members and breadwinners.

Gains have also been achieved by increasing the intensity of instruction, so that students move through curriculum faster. In some cases, ESL and job training programs have been combined, so that students learn English and job skills simultaneously rather than sequentially. This requires having both technical and ESL faculty in the same class.

VII. RECRUIT, RETAIN, AND DEVELOP FIRST-CLASS FACULTY AND STAFF

Our goal: Colleges will employ skilled, well-trained faculty and staff. The colleges will provide fair compensation and working conditions for both full- and part-time instructors, whose contributions are critical to the quality and breadth of the colleges' educational programs.

Community and technical college faculty meet high standards.

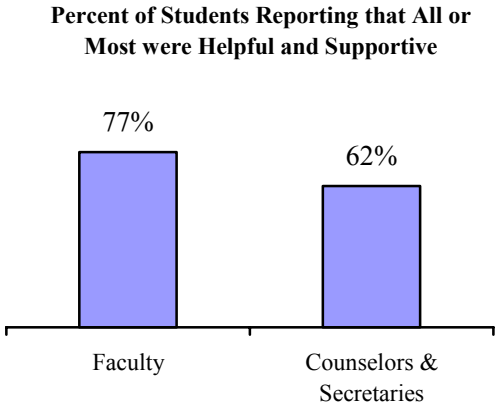
Academic faculty are required to hold a master's degree in the field they are teaching, and those who teach in technical or vocational areas are required to have the equivalent background based on years of relevant experience and broad and comprehensive training. Many faculty members exceed these requirements. Some 14 percent of full-time faculty have a professional degree or doctorate.

Community college staff take pride in their focus on student success, and on their devotion to teaching alone, rather than research or publication.

The ratio of faculty to students is 1:22 – but over-enrollment and budget pressures are increasing class sizes and faculty workloads.

Relatively small classes mean that community and technical college students get the individual attention they need from faculty. Sustaining this level of quality, however, is becoming more difficult.

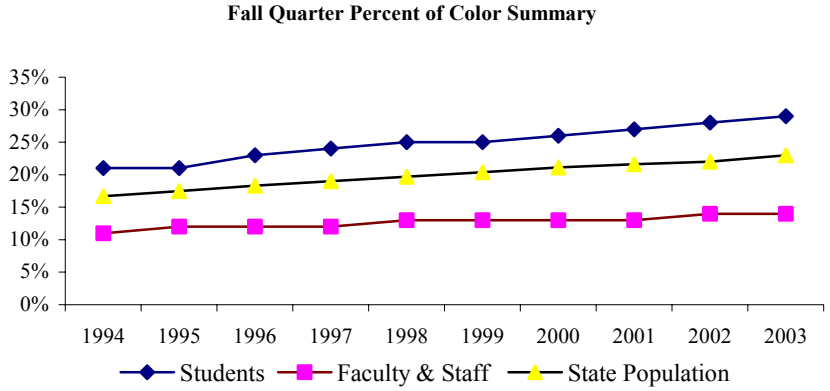
Three quarters of students regard faculty as approachable, helpful and supportive.
More recent data – chart doesn't match text
In a 1999 student survey, over 75 percent of students reported that most or all of their faculty were helpful and supportive. Sixty-two percent of the same group of students reported that all or



most counselors, advisors and department support staff were helpful, considerate, or knowledgeable.

Ethnic diversity of staff and faculty is increasing, but not keeping pace with the growth in students of color.

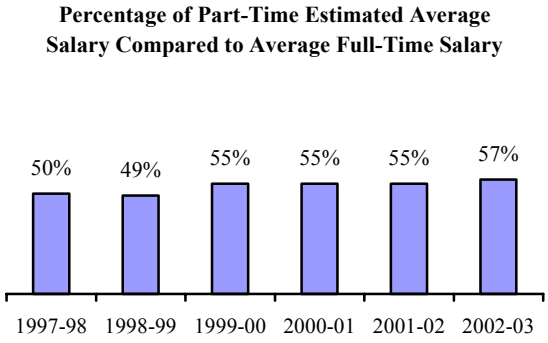
Support and administrative staff mirror the diversity of the state's population, but in faculty positions people of color are still underrepresented.



Community and technical colleges rely heavily on part-time faculty.

In 2002-03, 43 percent of instruction was delivered by part-time faculty. Many of these part-time faculty members teach ESL or adult basic skills classes. Others are recruited from local industry because of their specialized knowledge and their ability to teach specific skills that are in demand in local labor markets. The largest number teach academic subjects to students who intend to transfer to four-year colleges.

Part-time faculty are a vital resource that allows colleges to teach more people the skills they need to get high-wage jobs. Part-time faculty also help the colleges offer more evening and off-campus courses, and to adjust course offerings quickly in response to student and employer needs or changes in funding.



Reliance on part-time faculty, however, creates troubling inequities. In many cases, reliance on part-time faculty is a function of lean budgets rather than student needs.

Since 1998, there has been significant progress towards equalizing the rates of pay for part-time and full-time faculty, but the pay gap persists.